

A STUDY TO DETERMINE THE NEED FOR AN INDIVIDUALIZED STUDY
CENTER FOR STUDENTS WITH EXTREME SOCIAL BEHAVIOR PROBLEMS
IN THE JOINT COUNTY SCHOOL DISTRICT OF HAMILTON,
WEBSTER, AND WRIGHT COUNTIES, IOWA

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

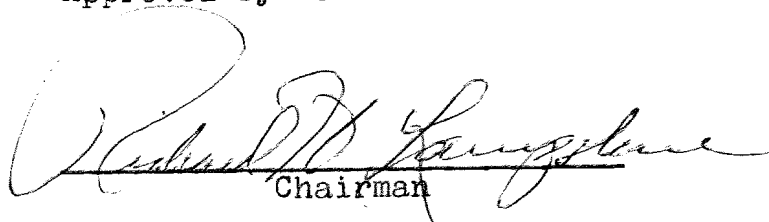
by
Robert Dale Snater
August 1970

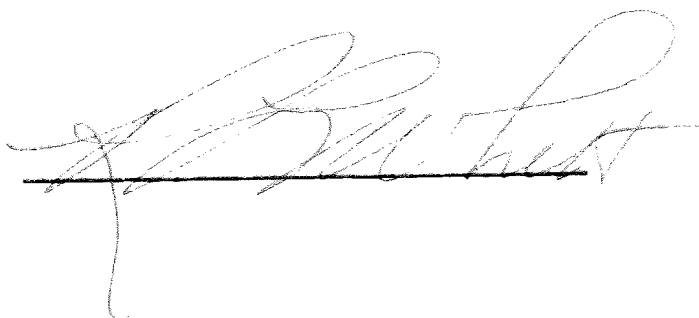
1970
Sn17

A STUDY TO DETERMINE THE NEED FOR AN INDIVIDUALIZED STUDY
CENTER FOR STUDENTS WITH EXTREME SOCIAL BEHAVIOR PROBLEMS
IN THE JOINT COUNTY SCHOOL DISTRICT OF HAMILTON,
WEBSTER, AND WRIGHT COUNTIES, IOWA

by
Robert Dale Snater

Approved by Committee:


Chairman





Dean of the
School of Graduate Studies

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND STATEMENT OF THE PROBLEM . . .	1
Introduction	1
Statement of the Problem	2
Methods and Procedures	3
II. REVIEW OF THE LITERATURE	8
III. METHODOLOGY AND RESULTS	17
Methodology	17
Findings	19
IV. SUMMARY AND CONCLUSIONS	36
Summary	36
Conclusions	37
V. RECOMMENDATIONS	40
BIBLIOGRAPHY	42
APPENDIX A	45
APPENDIX B	52
APPENDIX C	67
APPENDIX D	72

LIST OF TABLES

TABLE	PAGE
I. Educational Attainment for Selected Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	20
II. Teaching Experience of Selected Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	21
III. Subjects Other Than English Taught by Selected English Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	21
IV. Criteria Used to Determine Passing or Failing Grades by Forty Selected Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	23
V. The Frequency of Five Selected Behavior Traits Among One Hundred and Fifteen Socially Maladjusted Students in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	24
VI. Extent to Which Over-aggressiveness was Exhibited by Students in Joint County School System of Hamilton, Webster, Wright Counties, Iowa, 1969-70	25
VII. Class Disruptions by Over-aggressive behavior of Students as Reported by Selected English Teachers in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	25
VIII. Extent to Which Defiance was Displayed by Students in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	26

TABLE

PAGE

IX.	Class Disruptions by Defiant Behavior of Students as Reported by Selected English Teachers in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	27
X.	Extent to Which Resentment was Displayed by Students in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	28
XI.	Class Disruptions by Resentful Behavior of Students As Reported by Selected English Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	29
XII.	Extent to Which Destructive Behavior Was Exhibited by Students in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	30
XIII.	Class Disruptions by Destructive Behavior of Students As Reported by Selected English Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	31
XIV.	Extent to Which Temper Was Exhibited by Students in the Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	32
XV.	Class Disruptions by Temper Display of Students As Reported by Selected Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	33
XVI.	Comparison of Students Rated Unsuccessful in Meeting School Requirements to the One Hundred and Fifteen Social Behavior Problems Reported By Selected English Teachers in Joint County School System of Hamilton, Webster, and Wright Counties, Iowa, 1969-70	34

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. INTRODUCTION

Specific programs designed for the socially maladjusted students are not widespread at the present time in our public school systems. The large majority of these students are enrolled in regular classrooms with normal children.

In recent years, the public has become aroused over the problems of the school dropout, the culturally deprived, and every other kind of disadvantaged youngster. The stark tragedy of millions sinking into lives of ignorance, misery, and hatred has become unbearable. And there is a massive determination to use the schools to create a new break for this "society of losers".¹

The socially maladjusted child is a disadvantaged child. He is unable to function with any degree of effectiveness within the traditional structure of the public school system. Whatever the cause, that is the outcome. He is a failure; he is a misfit; he is a pollutant in the classroom atmosphere. He obstructs the teacher's ability

¹Fred T. Wilhelms, "Which Way to a Curriculum for Adolescents?" NEA Journal, (December, 1967), 12-15.

to teach and the student's ability to learn. Our schools far too often rely on some form of repressive response to the behavior of these problem students, which merely accentuates their problem. Very little has been done to rehabilitate these disadvantaged students.

II. STATEMENT OF THE PROBLEM

This study is designed to determine the need for a Center of Individualized Study in the Joint County School District of Hamilton, Webster, and Wright Counties in the state of Iowa. This intermediate unit contains fourteen secondary school districts with a combined total of approximately 1700 students per grade. At the present time, none of the secondary schools outside of Fort Dodge have such a Center, either on an individual school or cooperative basis.

A Center for Individualized Study will be defined as: Separate facilities financed, staffed, and administered by the Joint County School District Board of Directors; the Center would educate students referred to it by the secondary schools located within this intermediate unit; the eligibility of the students to be served would be based upon the fact that they are mentally capable but socially incapable of learning in the regular school environment.

A mentally capable student will be defined as: A

student who has the mental ability to do passing work in the regular school program. Socially incapable will be defined as: A behavior deviation in a student which (1) has a detrimental effect on his development and adjustment and/or (2) interferes with the lives of other people.¹

III. METHODS AND PROCEDURE

The procedure employed in carrying out this study was initiated by contacting Mr. John O. Mecklenberg, Superintendent of the Joint County District of Wright, Hamilton, and Webster by letter requesting the following information:

1. The names of all the school districts and their correct addresses in the Joint County District.
2. The names of all the Superintendents in the Joint County District and the school district in which they were employed.
3. The total number of seventh grade English teachers in each of the above school systems.
4. The total number of tenth grade English teachers in each of the above school systems.

His response indicated that there were fourteen school districts, thirty-nine seventh grade English teachers, and twenty-five tenth grade English teachers. He submitted

¹Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin Company, 1962), p. 330.

information that indicated by County the Superintendent's name, school address, and telephone number. On a separate listing he indicated each school district and the names of the English teachers at the seventh grade and tenth grade levels in each school district. Each Superintendent was sent a package containing a cover letter explaining the nature of the study, a questionnaire for all seventh and tenth grade English teachers in his system, and an equal number of envelopes to be used by the teachers in returning the completed questionnaire. The cover letter explained that data gathered for this study would help determine whether there is a need for an Individualized Study Center for socially maladjusted students in this Joint County District. It indicated that the study was limited to junior and senior high school; and that the specific objective was to find out how many students in this Joint County District are mentally capable of doing regular school work but whose social maladjustment is so acute that they are not succeeding in the regular school program, and whose behavior has such a detrimental effect on other students that their opportunity to learn is impaired. It was explained that the information for this study would be gathered from all seventh grade and all tenth grade English teachers in this Joint County District by means of a questionnaire. He was asked to have his Junior High School Principal and his

Senior High School Principal distribute the enclosed questionnaires to these teachers in their school system. They were asked to complete and return the questionnaire within one week in the self-addressed envelope provided. A follow-up letter was sent five weeks after the first mailing to ten schools from which a 100 percent return had not been received.

The Joint County School District indicated that there were thirty-nine seventh grade English teachers and twenty-four tenth grade English teachers, or a total of 63, to whom questionnaires were sent. However, upon receipt of the returned questionnaires thirteen were disqualified. The disqualifications resulted from four teachers who reported that they did not in fact teach English, six who reported that their teaching level was other than seventh or tenth grade English, and three from the Eagle Grove Middle School who indicated that the composition of their classes was such that they did not qualify as seventh grade English teachers. A total of ten questionnaires were not returned. This resulted in forty valid questionnaires returned out of a potential of fifty for an eighty percent return.

There were approximately a combined total of 1700 students per grade in the Joint County District. The total number of students reported through the questionnaires was

3363 in the seventh grade and tenth grade combined.

A questionnaire¹ was developed from related literature. Information² from each selected teacher included: (1) the total number of these students who had the mental ability to do passing work but whose social maladjustment prevented it; (2) the frequency of occurrence of specific behavior traits related to these students as observed by the teacher; (3) the frequency of occurrence of disruptive behavior traits displayed in the classroom; and (4) the degree to which other students' opportunities had been seriously affected. Prior to being sent to the respondents, the questionnaire was tested on a group of teachers not connected with the study for the purpose of identifying any changes that were needed to achieve maximum clarity in communicating intended ideas. The information derived from the questionnaire indicates academic potential, academic performance, and social behavior of the group of students judged by their teachers to be socially maladjusted. From these findings have emerged the number of students who could benefit from an Individualized Study Center for the socially maladjusted. Criteria was developed from related

¹Appendix A.

²Ibid.

literature to determine whether there was enough of these students in the Joint County District to justify creating such a center.

Chapter II reviews the professional literature relating to the socially maladjusted student. It contains definitions and descriptions by selected authorities. Research on related social behavior problems and the number of serious problem students found in the average classroom is reported. In addition it describes the benefits of individualized instruction and the team approach. Finally this chapter describes several instructional centers now in operation in various parts of the country whose purpose is to rehabilitate the socially and emotionally maladjusted student.

CHAPTER II

REVIEW OF THE LITERATURE

There has been considerable research done on the behavior problems of students in the schools. However, specific programs designed for the socially maladjusted student are not widespread at the present time. "Social maladjustment refers to behavior of children which is not within the range of the 'culturally permissible' either at home, in the school, or in the community."¹ Mackie, Kvaraceus, and Williams have developed this definition from teachers of children who are socially and emotionally maladjusted.

Kirk describes them as being generally problems in school, retarded in educational achievements, destructive, quarrelsome, and often socially immature.² It is stressed that although social maladjustment and emotional disturbance in children are not necessarily the same, there is considerable overlap between the two. The emotionally disturbed child can be an isolate, or withdrawn, but his maladjustment may lead to aggressive behavior bringing him

¹Romaine P. Mackie, William C. Kvaraceus, and Harold M. Williams, Teachers of Children Who Are Socially Maladjusted (U. S. Office of Education, Washington: Government Printing Office, 1957).

²Kirk, op. cit., p. 331.

in conflict with the lives of others and thus becoming socially maladjusted. Morse cautions that many normal children at times show symptoms of the maladjusted. The child who is moody, discouraged, or aggressive is not by that fact "atypical". "The frequency, persistence, and intensity of the behavior must be taken into account."¹

At the present time, the large majority of socially and emotionally disturbed children are enrolled in regular classrooms with normal children. A study by Ullmann found that teachers identified eight percent of their pupils as maladjusted. Their ratings correlated .86 with the ratings of 22 clinicians. Ullman also reports that the ratio of boys to girls was four to one. (Interestingly, he notes that among adult applicants to psychiatric clinics women outnumber men.) The eight percent figure, he comments, compares favorably with the seven percent maladjusted reported by Wickman and the twelve percent reported by Rogers.²

Bower, studying the methods of identification of the

¹William C. Morse, William W. Cruickshank, and G. Orville Johnson, Education of Exceptional Children and Youth (Prentice-Hall, Inc., 1959), pp. 557-608.

²Charles E. Ullman, Identification of Maladjusted Children (Public Health Service Publication No. 122, Public Health Monograph No. 7, Washington: Government Printing Office, 1952).

emotionally handicapped in school, found that 87 percent of the clinically known emotionally handicapped children were likewise so rated by their classroom teachers. The teachers rated 10.5 percent of school children as overly aggressive or defiant, or overly withdrawn and timid. They selected about the same number in each of the two categories. It is stated further that at least three children in each average classroom could be regarded as having serious emotional problems.¹

Children classified as socially maladjusted are a concern of the school. To adapt programs for them it is necessary to understand some of the factors associated with their behavior deviations. Kirk includes the following:

Some come from broken homes, or homes which will not accept them. Some come from homes which have cultural conflicts, that is, the parent's culture differs from the school or peer culture with which the child must cope. Some are slow learners and become frustrated with the requirements of school. Some associate with peer groups--gangs--which are attempting to defy authority. Some come from families who appear always to depend on public aid. Many are neglected children.²

Morse places the maladjusted into three general but overlapping categories. They include: (1) A primitive level of socialization, those defective in conscience or super

¹Eli H. Bower, "Early Identification of Emotionally Handicapped Children In School" (Springfield, Illinois: Charles C. Thomas, 1960), p. 62.

²Kirk, op. cit., pp. 330-362.

ego; (2) The semisocialized, those lacking any consistent family or gang culture; and (3) the so-called psychopath or affectionless child with virtually no capacity at all to relate to others.¹

A need for more individualized study programs in this area are highly recommended. Fischer states that efforts to individualize instruction are in part the result of the realization that equal educational opportunities do not imply identical treatment of children.² Komisar and Coombs indicate that "in education equality means not equal education, but equitable or fitting education."³ In this regard, Kleinberger stresses that the expression "appropriate" education, "equitable" education, or "fitting" education are less ambiguous than equal education.⁴ Morse sees each child as a school unto himself and suggests that a diagnostic and therapeutic approach be taken toward each pupil. This, he says, can best be done by a team of experts

¹Morse, loc. cit.

²Barbara and Louis Fischer, "Toward Individualized Learning," The Elementary School Journal, (March, 1969), 298-303.

³B. Paul Komisar and Jerrold R. Coombs, "The Concept of Equality in Education," Studies in Philosophy and Education, III (Fall, 1964), 224.

⁴Aaron F. Kleinberger, "Reflections on Equality in Education," Studies in Philosophy and Education, V (Summer, 1967), 293-340.

working together.¹ The teacher must be much more alert to problems of motivation with these students. The suggestion is made that having too many teachers may make it impossible for these students to relate satisfactorily to them all, because relating to one teacher may be all they are able to do at first. Also, structuring the curriculum must depend greatly upon their level of behavior. Stress is placed upon the importance of play and games in offering opportunities for self and social learning.²

Whole schools set aside for the purpose of educating these students are having encouraging results and have proven their worth. Educational programs for socially and emotionally maladjusted children are organized at different levels. Kirk describes the graded order of programs currently in existence:

- (1) The regular school program for mental health for all children.
- (2) Special services for socially and emotionally disturbed children in the regular grades.
- (3) Special classes in regular schools.
- (4) Special day schools.
- (5) Residential schools for emotionally disturbed children and residential schools for truants and delinquents.³

¹Morse, loc. cit.

²Ibid.

³Kirk, loc. cit.

Stullken describes several special day schools housed in special buildings or wings of regular schools with programs for socially maladjusted, emotionally disturbed, incorrigible, truant, and delinquent children. The two schools of this type in Chicago are Montefiore and Mosley schools. The children are transported to the schools from various sections of the city and the program is for a full day. It includes academic work, remedial education, shop courses, speech correction, psychiatric interviews, and social work service. There is a mental health clinic, and field services through social work into the home and community are maintained.¹

Swidey describes a program for early dropouts initiated in the Fall River, Massachusetts, public schools which operates on the principle that rehabilitation can take place if emotionally disturbed preprimary and first graders are discovered and assisted in a separate school environment. These youngsters were discovered by the school psychologist who found the regular classroom atmosphere not for them--behavior wise.

The separate school functions upon a combination of philosophies--permissive yet controlled environment. With a small group (10) freedom is allowed but discipline exists as well.

¹E. H. Stullken, "Chicago's Special School for Social Adjustment," Federal Probation, XX (1956), 31-36.

This project is aided by funds made available by the federal government. The community feels that such an innovation as this has created educational opportunities early enough in the lives of these problem children that much will be gained ultimately as they progress through school.¹

Because of a drop-out raise from 1,170 to 1,802 in the past five years, the Omaha Public schools are striving to provide further opportunity for meeting the needs of these students who are experiencing difficulty. By a study of these youth such characteristics as nonconforming attitudes, disinterest in school, loss of identity, and inadequate study habits ranked high.

A Comprehensive Center for Individual Study now exists in the system to strive to bring about a maximum change in the educational, social, and personal life of each student selected.

Unique in the Center's follow-up, these opportunities are made available to the students attending:

1. Return to present school program.
2. Enrollment in night school.
3. Entering Manpower Development and Training program.
4. Entering Opportunities Industrial Center.
5. Securing employment through Neighborhood Youth Corps Out of School Program.²

¹Samuel Swidey, Jr., "Separate School For The Not Readies," Instructor, (March, 1969), 108.

²Administrative Staff of the Omaha Public Schools, "Comprehensive Center for Individual Study," A Special Report, (June, 1968), 21-22.

The Motivational Learning Center located in the Brown House, Fort Dodge, Iowa, is an experimental program designed to assist students with whom the traditional classroom has meant failure in the past. Behavioral problems involving underachievement and negative attitudes are the major concerns.

Only one rule established by the students governs the operation of the program, "Students are to conduct themselves in a reasonable manner and are not to interfere with another's right to learn."

This facility functions on a half-day basis for two groups of selected Junior High youth. The other half day is spent in the regular junior high school program.

Language arts and social studies are the fields in which these students are being helped in the present situation. Various types of media, film strips, field trips, games, and projects are being used in the Center and which, if successful, are being incorporated into the regular classroom.

It is noted that nearly every student (40 total) in the program exhibited a deficiency in reading. Thus much of the student's time is spent in individual reading improvement skills.¹

¹David J. Turner, Lorraine Johnson, and Marcia J. Sweeney, "Motivational Learning Center," (Pamphlet, Vol. 1, No. 2, Fort Dodge: Brown House and South Junior High School, 1968).

Morse sums it up very succinctly when he states that, Even with the most able consultation and highly skilled teaching it may not be possible to help a child in the regular school setting, and unless he can be helped--not merely contained--in the classroom, he should not be there. The teacher's survival and the other children's welfare, as well as his own, are at stake.¹

The instrument used to gather the needed information for this study was a questionnaire. The results obtained are reported in Chapter III.

¹William C. Morse, "Disturbed Youngsters in the Classroom," Today's Education, (April, 1969), 30-37.

CHAPTER III

METHODOLOGY AND RESULTS

I. METHODOLOGY

The purpose of this study is to find out if there is need for an Individualized Study Center in the Joint County School District of Hamilton, Webster, and Wright Counties for students who are mentally capable but socially incapable of learning in the regular school program.

A questionnaire was prepared for the purpose of collecting data for the study. A group of teachers not connected with the study pretested the questionnaire. Personal data was sought which included age, sex, total number of years teaching experience, teaching experience in the system they are now in, teaching experience in English at this level, their particular teaching level, teaching assignment other than English, and highest educational degree held.

The body of the questionnaire was developed from the professional literature relating to socially and emotionally maladjusted students. Each teacher reported the total number of students for whom they were responsible. They also included the number of students who were able to do passing work but were failing. The number of these students who were extreme social behavior problems was then given. After determining the number of socially maladjusted students

who had the ability to do passing work but were failing, questions were asked concerning the kind of behavior that the students displayed and the effect it had on the other students. The questions pertained to such behavior traits as: aggression, defiance, resentment, destructiveness, and temper. Follow-up questions related to each of these behavior traits as to the frequency displayed, and the degree to which other students' learning was impaired. Then the students making no effort to complete assignments, the number who were failing in two or more subjects, and those who had failed one or more grades were indicated. The final question concerned whether these students were truant from school and if so the frequency with which they do so.

The study was initiated by contacting Joint County School Superintendent John O. Mecklenburg, Fort Dodge, Iowa, by letter to secure information concerning: (1) the names of all the school districts and their correct addresses; (2) the names and addresses of all the superintendents in the Joint County District; and (3) the total number of seventh grade and tenth grade English teachers in each of the school systems.¹

Upon receipt of this information, packages were sent to each of the fourteen school superintendents containing a

¹Appendix

cover letter and the questionnaires for his teachers.¹ The cover letter explained the purpose of the study. Cooperation was requested in the use of seventh grade and tenth grade English teachers. All superintendents in the Joint County School District were asked to participate. They were to distribute the questionnaires with the enclosed explanation to junior high school and senior high school principals. The principals were to distribute the questionnaires to the teachers. Each questionnaire had the teacher's name attached to it. Return self-addressed envelopes were furnished each teacher with the request that the questionnaire be completed and returned in one week. A follow-up card was sent to ten schools from which 100 percent returns had not been received five weeks after the first mailing.

II. FINDINGS

A generalized picture of the socially maladjusted students can be derived from the findings. The professional background of the group of teachers questioned will add to the significance of the study.

The average age of the group of forty teachers who comprise the study was 35.3 years, with two-thirds of them being female, as shown on Table I. All male teachers had

¹Appendix

at least a four year degree. There were eight who held a Bachelor's Degree and two a Master's Degree. Among the women teachers two did not have a degree, twenty-eight held a Bachelor's Degree, and none had a Master's Degree.

TABLE I

EDUCATIONAL ATTAINMENT FOR SELECTED TEACHERS IN
JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Education	Men	Women	Total	Percentage of Total Teachers
No Degree	0	2	2	5.00
Bachelor's Degree	8	28	36	90.00
Master's Degree	2	0	2	5.00

A look at the group's teaching experience as shown in Table II reveals that the average member of the group had taught for 12.17 years, with 4.82 of those years in their present school system. The average experience in teaching English at the level from which they provided data was 6.12 years.

There were sixteen teachers out of forty who taught one or more subjects in addition to English. Among these sixteen teachers, as shown in Table III, there were ten different subject matter fields or activities represented. Of the forty teachers there were twenty-three, or 57.50

TABLE II

TEACHING EXPERIENCE OF SELECTED TEACHERS IN JOINT
COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Teacher Experience	Total Years Taught	Average
Total Teaching Experience	487	12.17
Teaching Experience In This System	193	4.82
Experience In Teaching English At This Level	245	6.12

TABLE III

SUBJECTS OTHER THAN ENGLISH TAUGHT BY SELECTED ENGLISH
TEACHERS IN JOINT COUNTY SCHOOL SYSTEM OF HAMILTON,
WEBSTER, AND WRIGHT COUNTIES, IOWA, 1969-70

Subjects	Number of Teachers	Percent
None	23	57.50
Reading	6	15.00
Social Studies	3	7.50
French	1	2.50
Health	1	2.50
Math	1	2.50
Speech	4	10.00
Coaching	1	2.50
Journalism	1	2.50
Spanish	1	2.50
Drama	1	2.50
TOTAL	43	107.50

percent, who taught English exclusively. Reading was reported six times, which made it the additional subject most frequently taught. The second most frequently reported was speech, with four teachers indicating this as part of their teaching assignment. There were three involved in teaching social studies. The remaining seven subject areas and activities were represented by only one teacher each. These included: French, Health, Math, Spanish, Journalism, Coaching, and Drama.

The purpose of this study, as stated previously, was to determine the need for an Individualized Study Center for students who are mentally capable but socially incapable of learning in the regular school program.

Of the forty participating teachers, thirty-eight stated that they had students at that time in their classes who had the mental ability to do passing work but were failing. A comparison of the criteria they used to determine if in fact the students were capable of doing passing work is shown in Table IV. There were thirty-five teachers who made their judgment on the basis of class performance; twenty-five through the results of Standardized Achievement test scores; twenty-four according to scores received on mental abilities tests, and seven reported using other criteria. This total adds to more than 100 percent because many teachers used more than one of the criteria in making their decision.

TABLE IV

CRITERIA USED TO DETERMINE PASSING OR FAILING GRADES BY
FORTY SELECTED TEACHERS IN JOINT COUNTY SCHOOL SYSTEM
OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA,
1969-70

Criteria	Use of Criteria by Teachers	Percentage of Total Teachers
Class Performance	35	87.50
Standardized Achievement Test Scores	25	62.50
Mental Abilities	24	60.00
Other	7	17.50

A group of observable behavior traits were applied to these students by their teachers to more clearly define the kinds of behavior these students displayed in the classroom. The purpose was to determine the number of students who displayed each of these traits, the frequency displayed, and the degree to which other students' learning was impaired as a result. The frequency with which five of these behavior traits were evident among the 115 socially maladjusted students is listed in Table V. There were 54.78 percent considered to be over aggressive. Thirty-three and ninety-one hundredths percent were defiant and 82.61 percent showed a resentment of school routine and restrictions. Thirty-six and fifty-two hundredths percent were destructive in the classroom and 8.69 percent displayed

excessive temper.

TABLE V

THE FREQUENCY OF FIVE SELECTED BEHAVIOR TRAITS AMONG ONE HUNDRED FIFTEEN SOCIALLY MALADJUSTED STUDENTS IN THE JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA, 1969-70

Behavior Traits	Number of Students	Percent of Total
Over Aggressiveness	63	54.78
Defiance	39	33.91
Resentfulness	95	82.61
Destructiveness	42	36.52
Display of Temper	10	8.69

As revealed in Table V, 54.78 percent of the problem students were over aggressive. A more complete picture of the extent to which this trait was displayed is shown in Table VI. Here it is found that 55.55 percent of these students exhibited this behavior most every day. Furthermore, the findings indicate that 22.22 percent demonstrated this trait at least once a week.

Sixty-seven and fifty hundredths percent of the teachers indicated that class disruptions occurred as a result of this over aggressiveness as frequently as once a month, with just as many occurrences being reported daily as weekly. This interference with class procedure caused

the impairment of other students' opportunity to learn. Table VII describes the frequency distribution of these class disruptions.

TABLE VI

EXTENT TO WHICH OVER-AGGRESSIVENESS WAS EXHIBITED BY STUDENTS
IN JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND
WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹	Number of Students	Percent of Total Students
Never	0	0.00
Seldom	2	3.17
Occasionally	12	19.04
Frequently	14	22.22
Constantly	35	55.55

TABLE VII

CLASS DISRUPTIONS BY OVER-AGGRESSIVE BEHAVIOR OF STUDENTS AS
REPORTED BY SELECTED ENGLISH TEACHERS IN THE JOINT COUNTY
SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES,
IOWA, 1969-70

Frequency of Disruptions ²	Behavior Disruptions	Percent of Class Disruptions
Never	0	0.00
Seldom	0	0.00
Occasionally	9	22.50
Frequently	9	22.50
Constantly	9	22.50

¹Appendix A

²Ibid.

The second trait used to further describe the behavior displayed by the socially maladjusted students was defiance. As shown in Table V, on page 24, this personality problem was manifest in 33.91 percent of these students. Of this group 51.27 percent, as illustrated in Table VIII, displayed this behavior as frequently as once a week.

TABLE VIII

EXTENT TO WHICH DEFIANCE WAS DISPLAYED BY STUDENTS IN THE
JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹	Number of Students	Percent of Total Students
Never	0	0.00
Seldom	6	15.38
Occasionally	13	33.33
Frequently	16	41.02
Constantly	4	10.25

Fewer teachers reported defiance as a cause of class disruption as compared to aggressiveness. This makes defiance appear to be a somewhat less disruptive trait than aggressiveness. Nevertheless, as disclosed in Table IX, one-half of the teachers report it as being an important factor. While

¹Appendix A

very few find it a constant cause of disruption, many report defiance to be a problem as often as once a week. The greatest number of teachers describe it as a monthly incident.

TABLE IX

CLASS DISRUPTIONS BY DEFIANT BEHAVIOR OF STUDENTS AS REPORTED BY SELECTED ENGLISH TEACHERS IN THE JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹ of Disruptions	Number of Disruptions	Percent of Total Teachers Reporting Disruptions
Never	1	2.50
Seldom	2	5.00
Occasionally	9	22.50
Frequently	7	17.50
Constantly	2	5.00

Of the five traits listed in Table V on page 24, which describe the problem students' behavior in class, resentment of school routine and restrictions was of most concern to the teachers. Ninety-five of the extreme social behavior problems, as shown in Table X, expressed resentment in the classroom. This resentful behavior showed a

¹Appendix A

frequency rate which varied from as high as 45.26 percent on a monthly basis to 38.94 percent occurring weekly and daily.

TABLE X

EXTENT TO WHICH RESENTMENT WAS DISPLAYED BY STUDENTS IN
THE JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹	Number of Students	Percent of Total Students
Never	3	3.15
Seldom	12	12.63
Occasionally	43	45.26
Frequently	23	24.21
Constantly	14	14.73

Class disruptions due to resentful behavior were reported by thirty-one of the total forty teachers. In comparison to the other traits used in this study, resentmentfulness was the greatest cause of class disturbance. The figures shown in Table XI indicate that the other students' opportunity to learn was impaired most frequently as a result of this behavior.

¹Appendix A

TABLE XI

CLASS DISRUPTIONS BY RESENTFUL BEHAVIOR OF STUDENTS AS
REPORTED BY SELECTED ENGLISH TEACHERS IN JOINT
COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹ of Disruptions	Number of Disruptions	Percent of Teachers Reporting Disruptions
Never	2	5.00
Seldom	8	20.00
Occasionally	5	12.50
Frequently	12	30.00
Constantly	4	10.00

Destructive behavior was a recognized trait among 36.52 percent of the students considered to be social behavior problems. As indicated in Table V on page 24, the destruction of school materials and property was ranked third out of the five traits listed. It should be pointed out, however, that 54.76 percent of those characterized as destructive, did not display this tendency in the classroom. Nevertheless, somewhat more than one-third of them, 35.70 percent, as illustrated in Table XII, did destroy school materials and/or school property as seldom as once

¹Appendix A

a month but also as frequently as once a week.

TABLE XII
EXTENT TO WHICH DESTRUCTIVE BEHAVIOR WAS EXHIBITED BY
STUDENTS IN THE JOINT COUNTY SCHOOL SYSTEM OF
HAMILTON, WEBSTER, AND WRIGHT COUNTIES,
IOWA, 1969-70

Frequency ¹	Number of Students	Percent of Total Students
Never	22	54.76
Seldom	4	9.52
Occasionally	6	14.28
Frequently	9	21.42
Constantly	1	2.38

The scope of this problem among the forty teachers concerning destructive behavior is illustrated in Table XIII. There was only one other of the five traits listed in Table V on page 24 upon which as few teachers reported disruptions. One-third of the teachers reported that the other students' opportunity to learn was impaired because of the destructive behavior of these problem students. The frequency with which the teachers reported their classes disrupted by this behavior is quite evenly spread among

¹Appendix A

occurrences ranging from once a quarter, once a month, to once a week. No teachers reported their classes disrupted daily by such behavior.

TABLE XIII

CLASS DISRUPTIONS BY DESTRUCTIVE BEHAVIOR OF STUDENTS AS REPORTED BY SELECTED ENGLISH TEACHERS IN THE JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹ of Disruptions	Destructive Behavior Disruptions	Percent of Teachers Reporting Disruptions
Never	2	5.00
Seldom	4	10.00
Occasionally	3	7.50
Frequently	4	10.00
Constantly	0	0.00

The final observable behavior trait to be described among the group of five listed in Table V on page 24 is uncontrolled temper. In comparing this form of behavior with the total number of extreme social behavior problems, its reported frequency was 8.69 percent. This particular form of behavior appeared much less than any of the others. The nearest trait in terms of frequency reported was

¹Appendix A

defiance. It was reported by one out of every three teachers in comparison to approximately one out of ten teachers reporting temper outbursts. As shown in Table XIV, 50.00 percent of the students who had uncontrollable temper displayed it about once a month, while 30.00 percent exhibited an outburst of temper approximately once a week. There were no students reported among whom it was a daily problem.

TABLE XIV

EXTENT TO WHICH TEMPER WAS EXHIBITED BY STUDENTS IN THE
JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER,
AND WRIGHT COUNTIES, IOWA, 1969-70

Frequency ¹	Number of Students	Percent of Total Students
Never	1	10.00
Seldom	1	10.00
Occasionally	5	50.00
Frequently	3	30.00
Constantly	0	0.00

There were only thirteen teachers reporting class disruptions caused by students with excessive temper. In Table XV, no daily temper disruptions were noted. But 17.50 percent indicated weekly or monthly disturbances.

¹Appendix A

The frequency of class disruptions due to temper was identical to that of destructive behavior, as shown in Table XIII on page 31. In analyzing the findings on these two traits, it is interesting to note the wide spread between the number of students reported to be destructive and the number who displayed an uncontrollable temper. Therefore, the proportion of classroom disruptions due to a display of temper was four times greater than that due to destructiveness.

TABLE XV

CLASS DISRUPTIONS BY TEMPER DISPLAY OF STUDENTS AS REPORTED
BY SELECTED TEACHERS IN JOINT COUNTY SCHOOL SYSTEM OF
HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA,
1969-70

Frequency ¹ of Disruptions	Temper Disruptions	Percent of Teachers Reporting Disruptions
Never	2	5.00
Seldom	4	10.00
Occasionally	3	7.50
Frequently	4	10.00
Constantly	0	0.00

A concluding group of factors which describe these students' educational problems is summarized in Table XVI.

¹Appendix A

Of this group, failure to complete academic assignments constituted a major barrier to their success in school.

TABLE XVI

COMPARISON OF STUDENTS RATED UNSUCCESSFUL IN MEETING SCHOOL REQUIREMENTS TO THE ONE HUNDRED AND FIFTEEN SOCIAL BEHAVIOR PROBLEMS REPORTED BY SELECTED ENGLISH TEACHERS IN THE JOINT COUNTY SCHOOL SYSTEM OF HAMILTON, WEBSTER, AND WRIGHT COUNTIES, IOWA, 1969-70

School Requirements	Number of Students	Percent of Total
Fail to Complete Assignments	100	86.95
Failing in Two or More Subjects	87	75.65
Repeated One or More Grades	38	33.04
Truant from School	36	31.30

There were 75.65 percent of the students at the time of the study who were failing in two or more subjects. Thirty-three and four hundredths percent of these students had repeated one or more grades and 31.30 percent of them were regarded as truants. This lack of academic success shows a relationship to the extreme social behavior problems recorded in the study. The reasons for failure are not within the scope of this study.

This chapter identified and examined certain kinds of behavior and their intensity exhibited by the socially

maladjusted students in the classroom environment.

In Chapter IV, a brief summary of the entire scope of the study is presented accompanied by the conclusions drawn from the study data.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to determine the need for an Individualized Study Center in the Joint County School District of Hamilton, Webster, and Wright Counties for students who were mentally capable but socially incapable of learning in the regular school program.

A mentally capable student was defined as: A student who has the mental ability to do passing work in the regular school program. Socially incapable was defined as: A behavior deviation in a student which (1) has a detrimental effect on his development and adjustment and/or (2) interferes with the lives of other people.¹

The educational significance of this problem was developed through a review of the professional literature relating to socially and emotionally maladjusted students.

Information needed for the study was secured from the office of Mr. John O. Hecklenburg, Superintendent of the Joint County School system of Hamilton, Webster, and Wright Counties.

¹Samuel A. Kirk, "Behavior Deviation in Children," Educating Exceptional Children (Boston: Houghton Mifflin Company, 1962), p. 330.

A questionnaire developed from related literature gathered data from all seventh grade and tenth grade English teachers in the Joint County School District which included: (1) the professional background of the teachers; (2) the total number of students who had the mental ability to do passing work but whose social maladjustment prevented it; (3) the frequency of occurrence of specific behavior traits related to these students as observed by the teacher; (4) the frequency of occurrence of disruptive behavior traits displayed in the classroom; and (5) the degree to which other students' opportunity to learn had been impaired.

The information derived from the questionnaire has described academic potential, academic performance, and social behavior of the group of students judged by their teachers to be extreme social behavior problems. From these findings have emerged the number of students who could benefit from an Individualized Study Center.

II. CONCLUSIONS

The two studies referred to in Chapter II by Ullman and Bower substantiate the fact that classroom teachers have a high degree of competence in identifying socially and/or emotionally maladjusted students. The group of 40 teachers who provided data for this study were well qualified as determined by education acquired, total teaching

experience, and experience in teaching English at the level from which they reported. The teachers used in this study can thus be described as competent to make these determinations, and it can be concluded that the information upon which the study was based was reliable.

There were 115 extreme social behavior problems reported. This sample was drawn from approximately one-third of the total number of students attending the fourteen junior high schools and senior high schools which embody the Joint County School System. These students who have the potential to succeed academically have jeopardized their opportunity to become educated through the manifestations of extreme behavior traits. These students can be characterized generally as resentful of school routine and restrictions, over aggressive, destructive, and defiant. This behavior exhibited in the classroom by these problem students had a detrimental effect on the learning process of their fellow classmates. The teachers' effectiveness was diminished because of the time and energy expended on coping with these behavior problems.

It is, therefore, concluded that this Joint County District has a proportionately large number of socially maladjusted students. The tabulations in this study show that 3.41 percent of the total population sample are in this category. The findings indicate further that of the

198 students listed as doing failing work, 115 were identified as extreme social behavior problems. One-third had repeated one or more grades; three-fourths were failing in two or more subjects; and 86 percent were reported to be making no effort to complete assignments. This evidence verifies the fact that these students do not function with any degree of effectiveness in the regular school program. Thus it is, finally, concluded that an Individualized Study Center for these students who are mentally capable, but socially incapable of learning in the regular school program, is needed in the Joint County District of Hamilton, Webster, and Wright Counties.

CHAPTER V

RECOMMENDATIONS

It is recommended that the Joint County School Board of Directors of Hamilton, Webster, and Wright Counties establish a Center for Individualized Study for students who are mentally capable but socially incapable of learning in the regular school program.

This Center should be housed in facilities separate from the other junior and senior high schools in the district. It should be financed, staffed, and administered by the Joint County School District Board of Directors. The Center should educate students referred to it by the secondary schools located within the legal boundaries of the Joint County District. The eligibility of the students to be served should be based upon the fact that they are mentally capable but socially incapable of learning in the regular school environment.

A mentally capable student should be defined as: A student who has the mental ability to do passing work in the regular school program. Socially incapable should be defined as: A behavior deviation in a student which (1) has a detrimental effect on his development and adjustment and/or (2) interferes with the lives of other people.¹

¹Kirk, loc. cit.

The purpose of the Center should be to rehabilitate these disadvantaged students so they are able to function effectively within the regular school environment.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Holt, John. How Children Fail. New York: Pitman Publishing Company, 1964.
- Kirk, Samuel A. Educating Exceptional Children. Boston: Houghton Mifflin Company, 1962.
- Morse, William C., William M. Cruickshank, and G. Orville Johnson. Education of Exceptional Children and Youth. Prentice-Hall, Inc., 1959.
- Neill, A. S. Summerhill. New York: Hart Publishing Company, 1960.
- Neumeyer, Martin H. Juvenile Delinquency in Modern Society. D. Van Nostrand Company, 1959.

B. PERIODICALS AND DOCUMENTS

- Bower, Eli M. "Early Identification of Emotionally Handicapped Children in School." Springfield, Illinois: Charles C. Thomas, 1960, p. 62.
- Fischer, Barbara and Louis. "Toward Individualized Learning," The Elementary School Journal, (March, 1969), pp. 298-303.
- Kleinberger, Aaron F. "Reflections on Equality in Education," Studies in Philosophy and Education, V (Summer, 1967), pp. 293-340.
- Komisar, B. Paul and Jerrold R. Coombs. "The Concept of Equality in Education," Studies in Philosophy and Education, III (Fall, 1964), pp. 223-244.
- Kvaraceus, William C. "What Research Says to the Teachers," Juvenile Delinquency, No. XV, Washington: American Educational Research Association of the National Education Association, (August, 1958), p. 17.

- Mackie, Romaine P., William C. Kvaraceus, and Harold M. Williams. "Teachers of Children Who Are Socially Maladjusted," U. S. Office of Education, Washington: Government Printing Office, 1957.
- Morse, William C. "Disturbed Youngsters in the Classroom," Today's Education, (April, 1969), pp. 30-37.
- Newburger, M. "The School and the Maladjusted Child," Understanding the Child, XVII (1958), pp. 14-21.
- Prepared by the Administrative Staff of the Omaha Public Schools. "Comprehensive Center for Individual Study," A Special Report, (June, 1968), pp. 21-22.
- Stullken, E. H. "Chicago's Special School for Social Adjustment," Federal Probation, XX (1956), pp. 31-36.
- Swidey, Samuel Jr. "Separate School For The Not Readies," Instructor, (March, 1969), p. 108.
- Turner, David J., Lorraine Johnson, and Marcia J. Sweeney. "Motivational Learning Center," Pamphlet, Vol. 1, No. 2, Fort Dodge: Brown House and South Junior High School, 1968.
- Ullman, Charles E. "Identification of Maladjusted Children," Public Health Service Publication No. 211, Public Health Monograph No. 7, Washington: Government Printing Office, 1952.

APPENDIX A

QUESTIONNAIRE

TOPIC: A Study To Determine The Need For An Individualized Study Center For Students With Extreme Social Behavior Problems In The Joint County School District of Hamilton, Webster, and Wright Counties, Iowa.

FROM: Robert D. Snater
715-5th Street, N.E.
Clarion, Iowa 50525

RESPONDEES: All 7th grade and all 10th grade English teachers from each of the 14 school districts which comprise the Joint County School District of Hamilton, Webster and Wright Counties.

PERSONAL DATA:

AGE: _____

SEX: _____

TOTAL NUMBER OF YEARS TEACHING EXPERIENCE: _____

TEACHING EXPERIENCE IN THIS SYSTEM: _____

TEACHING EXPERIENCE IN ENGLISH AT THIS LEVEL: _____

TEACHING LEVEL: _____

TEACHING ASSIGNMENT OTHER THAN ENGLISH: _____

EDUCATION (HIGHEST DEGREE HELD): _____

The purpose of this Questionnaire is to help determine the need for an Individualized Study Center for the Joint County School District of Hamilton, Webster, and Wright Counties. This Center will serve students who are mentally capable but socially incapable of learning in the regular school program.

Mentally capable as used here means: A student who has the ability to do passing work in the regular school curriculum. Socially incapable as used here means: A student who has a behavior deviation which: (1) has a detrimental effect on his development and adjustment and/or (2) interferes with the lives of other people.

1. How many students are you directly responsible for in your teaching assignment at the present time: Please place the number in the space provided at the left below.

2. Do you have students how who have the ability to do passing work but in your class are failing? Please place a check mark in the appropriate space provided at the left below.

_____ Yes
_____ No

3. What criteria have you used in determining whether these students have the ability to do passing work even though they are now failing? Please place a check mark in the appropriate space or spaces at the left below.

_____ a. Class performance
_____ b. Standardized achievement test scores
_____ c. Mental abilities test scores
_____ d. Other

4. How many students are in your classes who have the ability to do passing work but in your class are failing? Please place the number in the space to the left below.

5. How many of these students are extreme social behavior problems in your classes? Please place the number in the space provided at the left below.
- _____
6. How many of these students who are extreme social behavior problems are overly aggressive in your classes? Please place the number in the space provided at the left below.
- _____
7. How frequently is this overly aggressive behavior displayed by these students in your classes? Please place the number of students which belong in each category in the spaces provided at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)
8. With what degree of frequency are your classes disrupted by the overly aggressive behavior of these students causing the impairment of other students' opportunity to learn? Please place a check mark beside the most appropriate category at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)
9. How many of these students who are extreme social behavior problems display defiance in your classes? Please place the number in the space provided at the left below.
- _____
10. How frequently is this defiant behavior displayed by these students in your classes? Please place the number of students which belong in each category in the spaces provided at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)

11. With what degree of frequency are your classes disrupted by this defiant behavior causing the impairment of other students' opportunity to learn? Place a check mark beside the most appropriate category at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)
12. How many of these problem students show a resentment of school routine and restrictions? Please place the number in the space provided at the left below.
- _____
13. How frequently do these students exhibit a resentment of school routine and restriction in your classes? Please give the number of students which belong in each category in the spaces provided at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)
14. With what degree of frequency are your classes disrupted because of this resentful behavior exhibited by these students causing the impairment of other students' opportunity to learn? Place a check mark beside the most appropriate category at the left below.
- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)
15. How many of these problem students in your classes have destroyed school materials and/or property? Place the number of students in the space provided at the left below.
- _____

16. How frequently is this destructive behavior displayed in your classes by these students? Please give the number of students which belong in each category in the spaces provided at the left below.
- ☐ a. Never
 - ☐ b. Seldom (about once a quarter)
 - ☐ c. Occasionally (about once a month)
 - ☐ d. Frequently (about once a week)
 - ☐ e. Constantly (most every day)
17. With what degree of frequency are your classes disrupted by this destructive behavior causing the impairment of other students' opportunity to learn? Place a check mark beside the most appropriate category at the left below.
- ☐ a. Never
 - ☐ b. Seldom (about once a quarter)
 - ☐ c. Occasionally (about once a month)
 - ☐ d. Frequently (about once a week)
 - ☐ e. Constantly (most every day)
18. How many of these students who are extreme social behavior problems have temper tantrums in your classes? Place the number of students in the space provided at left below.
- _____
19. How frequently do these students exhibit temper tantrums in your classes? Please give the number of students who belong in each category in the spaces provided at the left below.
- ☐ a. Never
 - ☐ b. Seldom (about once a quarter)
 - ☐ c. Occasionally (about once a month)
 - ☐ d. Frequently (about once a week)
 - ☐ e. Constantly (most every day)
20. With what degree of frequency are your classes disrupted by these temper tantrums causing the impairment of other students' opportunity to learn? Place a check mark beside the most appropriate category at the left below.
- ☐ a. Never
 - ☐ b. Seldom (about once a quarter)
 - ☐ c. Occasionally (about once a month)
 - ☐ d. Frequently (about once a week)
 - ☐ e. Constantly (most every day)

21. How many of these problem students make no effort to complete assignments in your classes? Place the number of students in the space provided at the left below.

22. How many of these students are failing in two or more subjects? Place the number of students in the space provided at the left below.

23. How many of these students have repeated one or more grades? Place the number of students in the space provided at the left below.

24. How many of these students who are social behavior problems truant from school? Place the number of students in the space provided at the left below.

25. How frequently do these students truant from school? Please give the number of students who belong in each category in the spaces provided at the left below.

- _____ a. Never
_____ b. Seldom (about once a quarter)
_____ c. Occasionally (about once a month)
_____ d. Frequently (about once a week)
_____ e. Constantly (most every day)

APPENDIX B

	AGE	SEX	EXP.	IN SYSTEM	EXP. IN ENGLISH	LEVEL	OTHER*	DEGREE
1	26	fe	4	4	4	Jr	G	BA
2	25	fe	3	3	3	Jr	none	BA
3	44	fe	11	6	3	Jr	J,G	BA
4	24	fe	2	2	2	Jr	none	BA
5	22	m	1	1	1	Jr	C	BA
6	56	fe	7½	1½	1½	Jr	G	BA
7	42	fe	9	7	6	Jr	G,J,D	none
8	50	fe	11	1	4	Jr	F	none
9	26	fe	3	1½	1½	Jr	none	BA
10	23	fe	2	2	1	Jr	none	BA
11	36	fe	12	10	12	Jr	none	BA
12	45	fe	20	15	3	Jr	I	BS
13	--	fe	29	11	11	Jr	---	BS
14	49	fe	11	8	10	Jr	none	BA
15	51	fe	5	5	5	Jr	none	BA
16	--	fe	30	12	19	Jr	none	BA
17	54	fe	14	7	13	Jr	none	BA
18	54	fe	13	9	13	Jr	G	BA
19	29	m	2	1	1	Jr	none	BA
20	32	fe	6	3	3	10th	none	BA

*CODE:

A - Coach
 B - Drama
 C - French
 D - Health
 E - Journalism

F - Math
 G - Reading
 H - Spanish
 I - Speech
 J - Social Studies

	AGE	SEX	EXP.	IN SYSTEM	EXP. IN ENGLISH	LEVEL	OTHER*	DEGREE
21	45	fe	10	5	5	Jr	none	BA
22	32	fe	5	1	3	Jr	none	BA
23	42	fe	5	1	1	Jr	none	BA
24	52	fe	17	11	17	Jr&Sr	I	BA
25	27	fe	2	1	2	Sr	none	BA
26	22	m	1	1	1	Sr	I	BA
27	23	fe	2	2	2	Sr	none	BS
28	23	m	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	Sr	none	BA
29	57	fe	18 $\frac{1}{2}$	15	13	Sr	none	BS
30	61	fe	23	10	21	Sr	I	BS
31	60	fe	24	10	19	Sr	none	BS
32	23	m	1	1	1	Sr	A	BA
33	22	fe	1	1	1	Sr	none	BA
34	23	m	1	1	1	Sr	none	BS
35	25	m	3	2	1	Sr	E	BA
36	30	fe	9	7	1	Sr	H	BS
37	68	m	40	4	30	Sr	none	MA
38	28	m	6	6	6	Sr	none	MA
39	29	m	1	1	1	Sr	B	BA
40	24	fe	2	2	2	Jr	none	BA

*CODE:

A - Coach	F - Math
B - Drama	G - Reading
C - French	H - Spanish
D - Health	I - Speech
E - Journalism	J - Social Studies

7th GRADE TEACHERS
Questions 1-9

Questions	Teacher No.											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Students per teacher	68	92	26	119	38	48	31	53	144	87	88	150
2. Failing students a. yes	x	x	x	x	x	x	x	x	x		x	x
b. no										x		
3. Criteria used												
Class performance	x	x		x	x	x	x		x		x	x
St. achievement scores		x	x	x		x			x		x	x
Mental ability test scores	x	x	x		x	x	x	x				x
Other												
4. Number of failing students	2	4	3	6	1	0	2	5	2	0	3	4
5. Number of behavior problems	0	4	1	2	0	0	1	1	1	0	1	4
6. Overly aggressive	0	4	1	1	0	0	0	1	1	0	1	2
7. Frequency of No. 6												
Never												
Seldom												
Occasionally								1				
Frequently		2	1									
Constantly		2		1					1		1	2
8. Frequent disruptions of No. 6												
Never												
Seldom												
Occasionally								x				x
Frequently		x	x	x				x				
Constantly												
9. Defiant students		1		1				1	1		x	x
											1	2

7th GRADE TEACHERS
Questions 1-9 (cont.)

Questions	Teacher No.												
	13	14	15	16	17	18	19	20	21	22	23	24	
1. Students per teacher	110	98	140	62	114	60	123	25	42	83	75	57	
2. Failing students a. yes	x	x	x	x	x	x	x		x	x	x	x	
b. no								x					
3. Criteria used													
Class performance	x	x	x		x	x	x	x	x	x	x	x	
St. achievement scores	x	x	x	x				x		x	x		
Mental ability test scores		x	x	x		x	x	x	x	x	x		
Other	x					x	x						
4. Number of failing students	6	9	5	2	5	3	10	0	5	7	8	3	
5. Number of behavior problems	1	6	5	1	5	3	10	0	0	3	0	1	
6. Overly aggressive	1	1	4	1	0	2	2	0	0	1	0	1	
7. Frequency of No. 6													
Never													
Seldom													
Occasionally	1	1	4									1	
Frequently				1									
Constantly						2	2			1			
8. Frequent disruptions of No. 6													
Never													
Seldom													
Occasionally	x					x						x	
Frequently		x	x										
Constantly						x				x			
9. Defiant students	1	1	5				1			1		1	

10th GRADE TEACHERS
Questions 1-9 (cont.)

Questions	Teacher No.											
	25	26	27	28	29	30	31	32	33	34	35	
1. Students per teacher	87	23	119	145	31	71	99	118	93	120	104	
2. Failing students a. yes	x	x	x	x	x	x	x	x	x	x	x	
b. no												
3. Criteria used												
Class performance	x	x	x	x	x	x	x	x	x	x	x	
St. Achievement tests	x		x	x	x	x		x		x	x	
Mental ability test scores	x			x		x		x			x	
Other				x		x				x		
4. Number of failing students	5	7	4	3	4	10	13	9	2	5	5	
5. Number of behavior problems	4	1	3	3		4	7			4	12	
6. Overly aggressive	4	1	2	3		4	7		1	3	7	
7. Frequency of No. 6												
Never												
Seldom						2						
Occasionally						2	1					
Frequently	3						2		1	3		
Constantly	1	1	2	3			4				7	
8. Disruptions by No. 6												
Never												
Seldom												
Occasionally		x							x	x		
Frequently	x						x					
Constantly			x	x							x	
9. Defiant students		1	1	3		4	3			3	2	

10th GRADE TEACHERS AND TOTALS
Questions 1-9 (cont.)

Questions	Teacher No.					Total	Percent
	36	37	38	39	40		
1. Students per teacher	70	105	117	98	30	3363	3.41
2. Failing students a. yes	x	x	x	x	x	38	95.00
b. no						2	5.00
3. Criteria used							
Class performance		x	x	x	x	35	87.50
St. Achievement tests	x	x			x	25	62.50
Mental ability test scores	x	x				24	60.00
Other				x		7	17.50
4. Number of failing students	2	4	23	4	3	198	5.88
5. Number of behavior problems		1	22	2	2	115	58.08
6. Overly aggressive		1	2	2	2	63	54.78
7. Frequency of No. 6							
Never			10				
Seldom						2	3.17
Occasionally		1				12	19.04
Frequently					1	14	22.22
Constantly			2	2	1	35	55.55
8. Disruptions by No. 6							
Never							
Seldom							
Occasionally		x				9	22.50
Frequently					x	9	22.50
Constantly			x	x		9	22.50
9. Defiant students			2	1	2	39	33.91

7th GRADE TEACHERS
Questions 10-16

Questions	Teacher No.											
	1	2	3	4	5	6	7	8	9	10	11	12
10. Frequency of No. 9												
Never												
Seldom				1								
Occasionally		1						1			1	
Frequently									1			
Constantly												2
11. Disruptions by No. 9												
Never												
Seldom												
Occasionally		x						x			x	
Frequently				x					x			
Constantly												x
12. Resentful		3	1	2	1		1	1	1		1	4
13. Frequency of No. 12												
Never												
Seldom				1	1							
Occasionally		2		1				1			1	
Frequently		1	1				1		1			
Constantly												4
14. Disruptions by No. 12												
Never												
Seldom			x	x							x	
Occasionally		x						x				
Frequently					x		x		x			
Constantly												x
15. Destructive students				1			1	1	2			
16. Frequency of No. 15												
Never				1								
Seldom												
Occasionally							1	1	2			
Frequently												
Constantly												

7th GRADE TEACHERS
Questions 10-16 (cont.)

				Teacher No.									
Questions	13	14	15	16	17	18	19	20	21	22	23	24	
10. Frequency of No. 9													
Never													
Seldom	1						1						
Occasionally		1										1	
Frequently			5							1			
Constantly													
11. Disruptions by No. 9													
Never							x						
Seldom	x												
Occasionally		x								x		x	
Frequently													
Constantly													
12. Resentful	1	1	3		5	2	10			2		3	
13. Frequency of No. 12													
Never							3						
Seldom	1						4						
Occasionally							3			1		3	
Frequently		1	3		5					1			
Constantly						2							
14. Disruptions by No. 12													
Never							x						
Seldom	x				x								
Occasionally										x		x	
Frequently													
Constantly		x					x						
15. Destructive students		1											
16. Frequency of No. 15													
Never													
Seldom		1											
Occasionally													
Frequently													
Constantly													

10th GRADE TEACHERS
Questions 10-16 (cont.)

Questions	Teacher No.										
	25	26	27	28	29	30	31	32	33	34	35
10. Frequency of No. 9											
Never											
Seldom						2				1	
Occasionally		1				2	1			2	2
Frequently			1	3			2				
Constantly											
11. Disruptions by No. 9											
Never											
Seldom											x
Occasionally		x					x			x	
Frequently			x	x							
Constantly											
12. Resentful		2	3	3		4			2	3	7
13. Frequency of No. 12											
Never											
Seldom						4					
Occasionally		2							1	3	
Frequently			2	3					1		
Constantly			1								7
14. Disruptions by No. 12											
Never										x	
Seldom						x			x		
Occasionally											
Frequently		x	x	x							x
Constantly											
15. Destructive students	2		3	3					1	2	
16. Frequency of No. 15											
Never									1		
Seldom	2									1	
Occasionally										1	
Frequently			2	3							
Constantly			1								

10th GRADE TEACHERS AND TOTALS
Questions 10-16 (cont.)

Questions	Teacher No.					Total	Percent
	36	37	38	39	40		
10. Frequency of No. 9							
Never						6	15.38
Seldom						13	33.33
Occasionally				1	2	16	41.02
Frequently			2			4	10.25
Constantly							
11. Disruptions by No. 9							
Never						1	2.50
Seldom						2	5.00
Occasionally						9	22.50
Frequently				x	x	7	17.50
Constantly			x			2	5.00
12. Resentful	4	20	3	2		95	82.61
13. Frequency of No. 12							
Never						3	3.15
Seldom	1					12	12.63
Occasionally	3	20	2			43	45.26
Frequently			1	2		23	24.21
Constantly						14	14.73
14. Disruptions by No. 12							
Never						2	5.00
Seldom	x					8	20.00
Occasionally		x				5	12.50
Frequently				x	x	12	30.00
Constantly						4	10.00
15. Destructive students		22	2	1		42	36.52
16. Frequency of No. 15							
Never		20				22	54.76
Seldom						4	9.52
Occasionally					1	6	14.28
Frequently		2	2			9	21.42
Constantly						1	2.38

7th GRADE TEACHERS
Questions 17-25

Questions	Teacher No.											
	1	2	3	4	5	6	7	8	9	10	11	12
17. Disruptions by No. 15												
Never				x								
Seldom								x	x			
Occasionally							x					
Frequently												
Constantly												
18. Display of Temper				1								
19. Frequency of No. 18												
Never				1								
Seldom												
Occasionally												
Frequently												
Constantly												
20. Disruptions by No. 18												
Never				x								
Seldom												
Occasionally												
Frequently												
Constantly												
21. Incomplete work	2	1	3	2	1		2	5	2		2	4
22. Failing subjects	1	2	2	1	1		1	1	1		1	
23. Repeated grades	1	1					2	3				
24. Truant		1	1					1				2
25. Frequency of Truancy												
Never				1					1			
Seldom	1	1										
Occasionally								1				2
Frequently			1									
Constantly												

7th GRADE TEACHERS
Questions 17-25 (cont.)

	Teacher No.												
Questions	13	14	15	16	17	18	19	20	21	22	23	24	
17. Disruptions by No. 15													
Never													
Seldom		x											
Occasionally													
Frequently													
Constantly													
18. Display of Temper				1						1		1	
19. Frequency of No. 18													
Never													
Seldom													
Occasionally				1						1		1	
Frequently													
Constantly													
20. Disruptions by No. 18													
Never													
Seldom										x			
Occasionally				x								x	
Frequently													
Constantly													
21. Incomplete work	1	5	2	2	3	3	7		5	1	1	3	
22. Failing subjects	1	6		2		3	6		5	1		1	
23. Repeated grades	1	2		2			4			1		1	
24. Truant	1	1										1	
25. Frequency of Truancy													
Never				1									
Seldom		1					1						
Occasionally													
Frequently	1											1	
Constantly													

10th GRADE TEACHERS
Questions 17-25 (cont.)

Questions	Teacher No.										
	25	26	27	28	29	30	31	32	33	34	35
17. Disruptions by No. 15											
Never	x										
Seldom										x	
Occasionally				x							
Frequently			x							x	
Constantly											
18. Display of temper				2							
19. Frequency of No. 18											
Never											
Seldom											
Occasionally				2							
Frequently											
Constantly											
20. Disruptions by No. 18											
Never	1										
Seldom											
Occasionally				x							
Frequently											
Constantly											
21. Incomplete work	4	1	2	2	1	4	7	2	1	1	7
22. Failing subjects	4	1	2	2		4	7			1	5
23. Repeated grades							2	1		1	7
24. Truant	2		2	1					1	3	7
25. Frequency of Truancy											
Never		1									
Seldom	2		2						1	3	
Occasionally											5
Frequently				1							2
Constantly											

10th GRADE TEACHERS AND TOTALS
Questions 17-25 (cont.)

Questions	Teacher No.					Total	Percent
	36	37	38	39	40		
17. Disruptions by No. 15							
Never						2	5.00
Seldom						4	10.00
Occasionally					x	3	7.50
Frequently			x	x		4	10.00
Constantly							
18. Display of temper		1	2	1		10	8.69
19. Frequency of No. 18							
Never						1	11.11
Seldom						1	11.11
Occasionally						5	55.55
Frequently			2	1		3	33.33
Constantly							
20. Disruptions by No. 18							
Never						2	5.00
Seldom		x				2	5.00
Occasionally			x	x		5	12.50
Frequently							
Constantly							
21. Incomplete work	1	4		4	2	100	86.95
22. Failing subjects		1	20	2	2	87	75.65
23. Repeated grades		3	2	3	1	38	33.04
24. Truant		4	3	4	1	36	31.30
25. Frequency of truancy							
Never						4	11.11
Seldom		2	3			17	47.22
Occasionally		2			1	11	30.55
Frequently				3		9	25.00
Constantly							

APPENDIX C

715-5th Street N.E.
Clarion, Iowa 50525
December 2, 1969

Mr. John O. Mecklenburg
Superintendent of School
Joint County District
Fort Dodge, Iowa

Dear Mr. Mecklenburg:

I am working on a Field Report for my Master of Science Degree in Secondary School Administration at Drake University and need some information about the Joint County District of Hamilton, Webster, and Wright Counties.

My project concerns the need for an Individualized Study Center in this Joint County District, for students who are mentally capable but socially incapable of learning in the regular school curriculum. Let me emphasize that the study is concerned with the extreme cases of social maladjustment.

My data will be gathered from all seventh grade and all tenth grade English teachers in the Joint County District. Therefore, the specific information I would appreciate getting from your office is:

1. The names of all the school districts and their correct addresses, in the Joint County District.
2. The names of all the superintendents in the Joint County District, and the school district in which they are employed.
3. The total number of 7th grade English teachers in each of the above school systems.
4. The total number of 10th grade English teachers in each of the above school systems.

Your cooperation in this matter is most gratefully appreciated. Thank you.

Sincerely yours,

Robert D. Snater

Joint County School System
1909-1st Ave. No.
Fort Dodge, Iowa 50501
December 5, 1969

Mr. Robert Snater
715 5th Street N.E.
Clarion, Iowa 50525

Dear Mr. Snater:

Receipt of your letter of December 2, 1969,
is hereby acknowledged.

Attached hereto please find the following
items:

1. Mimeographed sheet giving the name
of each school district in the three-
county area along with the name of
the respective superintendents.
2. A listing of all 7th and 10th grade
English teachers in the 14 school
districts of the Joint County System.

(We felt that as long as we were counting
names we might as well record the names
of the teachers.)

The report of teachers is based upon the Iowa
Professional School Employees Data Sheet as filed in
this office by each school district.

We are willing to assist in any way we can. I
hope the enclosed information is of use to you.

Sincerely yours,

John O. Mecklenburg
Superintendent

715-5th Street N.E.
Clarion, Iowa 50525
December 8, 1969

Mr. Donald D. Ambrosen
Superintendent of Schools
Clarion Community Schools
Clarion, Iowa 50525

Dear Mr. Ambrosen:

May I enlist your help in securing data for a Field Report which is being done in partial fulfillment of requirements toward my Master of Science degree at Drake University, Des Moines, Iowa?

All school superintendents in the Joint County School District of Hamilton, Webster, and Wright Counties are being contacted, and the same information is being sought from each school district.

The data gathered for this study will help determine whether there is a need for an Individualized Study Center for socially maladjusted students in this Joint County School District. The study is limited to junior and senior high school. My specific objective is to find out how many students in this Joint County District are mentally capable of doing regular school work, but whose social maladjustment is so acute that they are not succeeding in the regular school program, and whose behavior has such a detrimental effect on other students that their opportunity to learn is impaired.

The information for this study will be gathered from all seventh grade and all tenth grade English teachers in this Joint County District by means of a questionnaire. Therefore, if you would have your Junior High School Principal and Senior High Principal distribute the enclosed questionnaires to these teachers in your school system, it would be very much appreciated. Please instruct them to complete and return the questionnaire to me within one week in the self-addressed envelope provided.

Your cooperation and participation in this project is most gratefully appreciated. Thank you.

Sincerely yours,

Robert D. Snater

January 16, 1970

Mr. John Jones
Fort Dodge
Iowa

Dear Mr. Jones:

This is a follow-up letter concerning the Questionnaire you received from me shortly before Christmas. May I take this opportunity to thank those of you who have completed the Questionnaire thus far. Likewise, may I encourage those who have not as yet done so, to complete and return them at your earliest convenience. You may be assured that all information received will remain anonymous. In order to make my thesis acceptable a high percentage of returns is necessary. Therefore, a great deal depends upon your response.

Thank you.

Sincerely yours,

Robert D. Snater

APPENDIX D

JOINT COUNTY SYSTEM
HAMILTON - WEBSTER - WRIGHT
1969 - 1970
(All numbers - Area Code 515)

* * * * *

HAMILTON COUNTY

Mr. Wayne Larson, Supt.
Northeast Hamilton Comm. 325-2321
Blairsburg, Iowa 50034

Mr. Leonard E. Roberts, Supt.
South Hamilton Comm. 827-5479
Jewell, Iowa 50130

Mr. Joseph N. Stone, Supt.
Stratford Comm. 838-2208
Stratford, Iowa 50249

Mr. Robert E. Horsfall, Supt.
Webster City Comm. 832-1510
304 Prospect St.
Webster City, Iowa 50595

WEBSTER COUNTY

Mr. Edward Stewart, Supt.
Central Webster Comm. 359-2365
Burnside, Iowa 50521

Mr. Howard Rankin, Supt.
Dayton Comm. 547-2219
Dayton, Iowa 50530

Dr. Earl Berge, Supt.
Fort Dodge Comm. 576-1161
5 North 16th Street
Fort Dodge, Iowa 50501

Mr. Herman L. Pennema, Supt.
Northwest Webster Comm. 542-2222
Barnum, Iowa 50518

Mr. Donald Tracy, Supt.
Prairie Comm. 352-2851
Gowrie, Iowa 50543

(Cont.)

WRIGHT COUNTY

Mr. Donald A. Faris, Supt. Belmond Comm. Belmond, Iowa 50421	444-5586
Mr. Donald Ambrosen, Supt. Clarion Comm. Clarion, Iowa 50525	532-2648
Mr. Clair L. Iverson, Supt. Dows Comm. Dows, Iowa 50071	582-4763
Mr. John T. Gannon, Supt. Eagle Grove Comm. Eagle Grove, Iowa 50533	448-3535
Mr. Alvin F. Huisman, Supt. Goldfield Comm. Goldfield, Iowa 50542	

List of 7th and 10th Grade English Teachers in Hamilton, Webster, and Wright Counties for 1969-70 school year--prepared December 4, 1969, in office of John O. Mecklenburg, Joint County Superintendent.

7th Grade

10th Grade

HAMILTON COUNTY

Northeast Hamilton:

1. Elizabeth S. Janes
(compos)

1. Mary M. Tjaden

South Hamilton:

2. Rosemary E. Anderson
(reading)
3. Hyla O. Hill
4. Thelma J. Hill

2. Donald S. Bryant

Stratford:

5. Daniel M. Lynch
6. Dorothy W. Hudson
7. Elizabeth L. Anderson
(reading)

3. Roger C. Johnston

Webster City:

8. Jean G. Doran
9. Patricia G. Golden
10. John W. Broman

4. Kendall S. Natvig
5. Julie T. Stinard

WEBSTER COUNTY

Central Webster:

11. Violet A. Bosch

6. Willard H. Jordan

Dayton:

12. Janice Hanson
(reading)
13. Ruth O. Indlecoffer

7. Leona G. Cling

Northwest Webster:

14. Alice W. Fennema

8. Mildred M. Harding

Prairie Community:

15. Marian G. Crows
16. Agnes O. Hogen

9. Lucile G. Swenson

(Cont.)

7th Grade

10th Grade

Fort Dodge:

17. Irene R. Sweatt
(reading)
18. Nettie M. Hayes
(lang. core)
19. Esther J. Nelson
20. Jane L. Hade
21. Jill S. Hansen
22. Muriel K. Henry
23. Margaret M. Hiler
24. Patricia M. Hintch
25. Pamela H. Oster
(lang. core)
26. Eileen R. Stinehart
27. Pearl F. Svendsen

10. Jean W. Bartlett
11. Allen J. Borszich
12. Mary J. Dugan
13. Geneva G. Gorsuch
14. Kay A. Harders
(grammar and comp)
15. Eleanor C. Hartigan
16. Melinda M. Joern
(grammar and comp)
17. Sharon K. Kersenbrock
18. Gordon A. Weber
(grammar and comp)
(American lit)

WRIGHT COUNTY

Belmond:

28. Audrey M. Tiss
29. Betty C. Houser

19. Danny D. Cain
20. John F. Manders

Clarion:

30. Marvin R. McAllister

21. Ray E. Sorenson

Dows:

31. Bonnie L. Seedorff

22. Anne T. Larson

Eagle Grove:

32. Ardith E. Jenkins
(reading)
33. Gwendolyn D. Sandven
(Middle School - lang. core)
34. Gladys B. Paulson
(Middle School - reading)
35. Elsa A. McDowell
(Middle School - lang. core)
36. Neva F. Hauswirth
(reading)
37. Genevieve H. Christenson
(lang. core)
38. Teresa S. Newburn
(lang. core)

23. Howard H. Dreaser
24. Margo K. Koppen

Goldfield:

39. Callie B. Handsager

(Evelyn F. Esler teaches grades
8-12, with the exception of
grade 10)